

Curriculum Unit: Fine Arts--Alabama

Subject Area: Dance Level I, Grades 6 – 12

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Standard	Breakout	Found in (specify educational component—student text, handout from ancillaries, etc.)	Location where standard addressed (Please provide Unit/Lesson number <i>and</i> page reference)
1. Identify various tempos, rhythms, and meters.	1a: Identifying changing meter signatures E.g., comparing $\frac{3}{4}$ meter in a waltz to $\frac{2}{4}$ meter in a march	Student Text Instructor's Guide	Chapter 2, p. 36, "Your Turn to Dance"; Chapter 4, p. 66, "Your Turn To Dance: Phone-Number Dance"; Chapter 6, pp. 86-88, & p. 91, "Try This Experiment"; Chapter 10, p. 143, "Think About It", #3. Chapter 2, "Facilitating Your Turn to Dance: Many Centers"; "Improvisation Assignments" 5.1, 5.2, & 6.1; Handouts 6.1 & 6.2: Further Applications
	1b: Creating dance sequences using rhythmic variations E.g., accenting counts 1, 3, and 5 in a six-count phrase or accenting 1 and 4 in the same six-count phrase	Student Text Instructor's Guide	Chapter 6, pp. 89-90, p. 93, "Your Turn to Dance", p. 91, "Try This Experiment"; Chapter 8, pp. 115-116, & p. 116, "Try This Experiment". Chapter 6, "Ideas For Facilitating Your Turn to Dance: Accent, 6.1"

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2. Demonstrate the elements of space, including level, shape, size, direction, and pathways.	2a: Identifying symmetrical and asymmetrical shapes and movement	Student Text Instructor's Guide	Chapter 7, pp. 97-98, & "Try this Experiment" on p. 97; Chapter 2, pp. 23-24. Chapter 7
	2b: Performing movement in relation to other dancers and props E.g., near, far, over, under, around, between through	Student Text Instructor's Guide	Chapter 7, pp. 95-106, & p. 107, "Think About It"; "Your Turn to Dance" on pp. 108 & 121. "Improvisation Assignments" 5.1, 5.2, 7.1, & 9.2.
3. Create a group dance using a variety of compositional forms including a beginning, middle, and end. E.g., creating AB and ABA forms, call and response, and canon		Student Text Instructor's Guide	Chapter 12, p. 160; Chapter 13, pp. 181-184, & p. 186, "Your Turn to Dance". Chapter 13
4. Solve dance problems through improvisation and dance compositions. E.g., improvising movement that illustrates a landscape, improvising movement that reflects texture in a painting	4a: Demonstrating various levels of energy	Student Text Instructor's Guide	Chapter 8, pp. 109-121; Chapter 11, p. 152, "In the Garden"; & Chapter 12, p. 165. "Improvisation Assignment 8.1: Field Work"; Chapter 10, "Ideas for Facilitating Your Turn to Dance"

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5. Identify the elements of time, space, and energy in improvisations.		Student Text Instructor's Guide	Chapter 5, pp. 69-79; Chapter 7, pp. 102-106; Chapter 8, pp. 116-118; Chapter 10, p. 143. "Improvisation Assignments" 5.1, 5.2, & 11.2
6. Analyze dance productions to determine how light is used to create a desired effect. E.g., shadow to create mystery, spotlight to create focus	6a: Explaining the use of colored lights to create mood E.g., red light for danger, blue light for coolness	Student Text Instructor's Guide	Chapter 14, p. 195, #7, & p. 197, "Who, What, Why?" Chapters 1-13, "Audiovisual Resources".
7. Explain the importance of rehearsal to the safety of the dancer.		Student Text Instructor's Guide	Chapter 12, p. 167; Chapter 8, p. 121, "Your Turn to Dance: Field Work". Chapter 12, "Improvisation Assignments" 12.2 and discussion.

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<p>8. Explain principles required for proper body alignment. E.g., engaging core muscles to lengthen spine, keeping weight centered over the middle of the foot, turning out from the hip</p>		<p>Student Text</p> <p>Instructor's Guide</p>	<p>Chapter 1, p. 9, "Try This Experiment"; Chapter 2, pp. 22-24, & 29; Chapter 3, pp. 40-43; Chapter 4, pp. 52-64; Chapter 9, pp. 134-135.</p> <p>Chapter 2, "Modern Try This Experiment"; Chapter 3, "Improvisation Assignments" 3.1; Chapter 4, Handout 4.1 (with answers), Handout 4.2 (with answers), & Handout 4.3; & Chapter 9, "Improvisation Assignments".</p>
<p>9. Describe the development of dance in various cultures. E.g., tracing the origins of American dance forms, including break dancing and hip hop; tracing the origins of Scottish dance forms, including Highland Fling and Sword Dance</p>		<p>Student Text</p> <p>Instructor's Guide</p>	<p>Chapter 2, pp. 15-36; Chapter 10, pp. 137-144; Chapter 11, pp. 145-152; Fig's 1.1, 1.2, 1.3, 5.4, 5.5, 7.1, 7.2, 9.3, 10.1; "Inside Insights" on pp. 76, 91, 131, & 146.</p> <p>Chapter 2, Part Openers, End-of chapter Resources</p>

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<p>10. Utilize dance to reflect concepts in other content areas. E.g., improvising sequences that relate to specific paintings, drawings, and sculptures.</p>	<p>10a: Improvising movement in response to a specific narrative E.g., creating four movements in response to a newspaper headline or short story</p>	<p>Student Text Instructor's Guide</p>	<p>Chapter 12, pp. 160-167; Chapter 11, p. 152, "In the Garden"; Chapter 13, pp. 171-174. Chapter 11, "Improvisation Assignment" 11.1, esp. "Resources for Dance"; Chapter 12.</p>
<p>11. Identify basic procedures for treating dance injuries. E.g., <u>R</u>est, <u>I</u>ce, <u>C</u>ompression, <u>E</u>levation (RICE)</p>	<p>11a: Describing methods of injury prevention E.g., proper warm-up, balanced nutrition, appropriate rest, recognition of pain as signal for treatment</p>	<p>Student Text Instructor's Guide</p>	<p>Chapter 4, pp. 61-64. Handout 4.4: Focus on Warming up and Cooling Down; & Handout 4.5: Strength, Flexibility, and Endurance in Training and Performance.</p>
<p>12. Describe movable joints in the body. E.g., explaining how the knee is a hinge joint with possible actions of flexion and extension</p>	<p>12a: Identifying actions possible at each joint in the body</p>	<p>Student Text Instructor's Guide</p>	<p>Chapter 4, pp. 52-66, & "Try this Experiment" on pp. 53, 57. Chapters 3 & 4, "Improvisation Assignments" 3.2, & 4.1; Handouts 4.1, 4.2, & 4.5.</p>